



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2008
Code: 10741263
SAU: Hermon School Department
School: Hermon Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 7

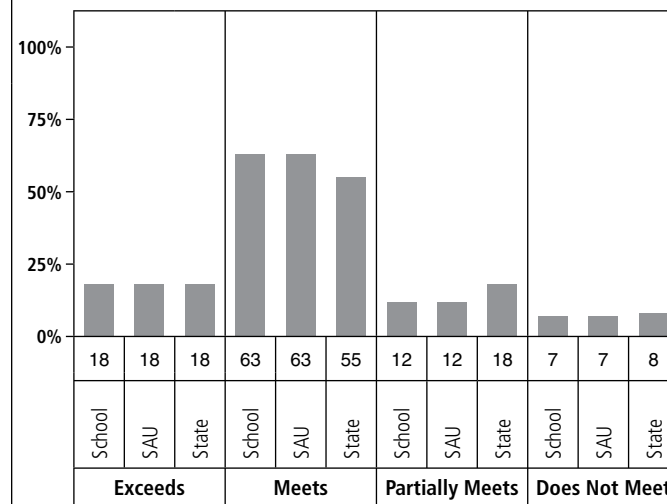
SAU: Hermon School Department

School: Hermon Middle School

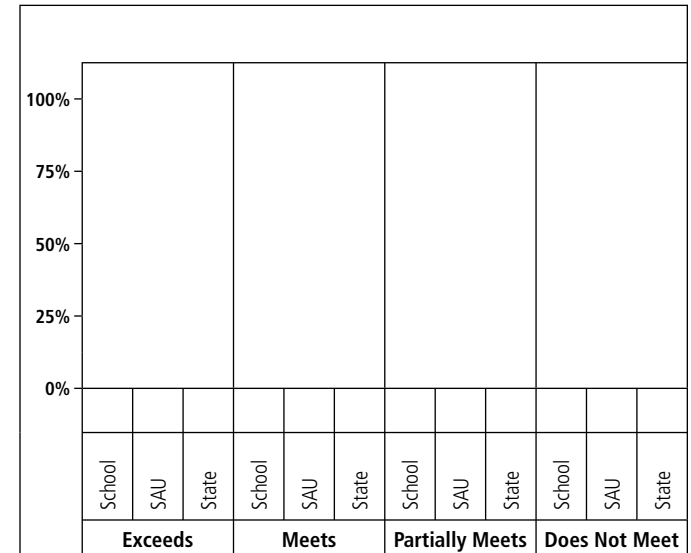
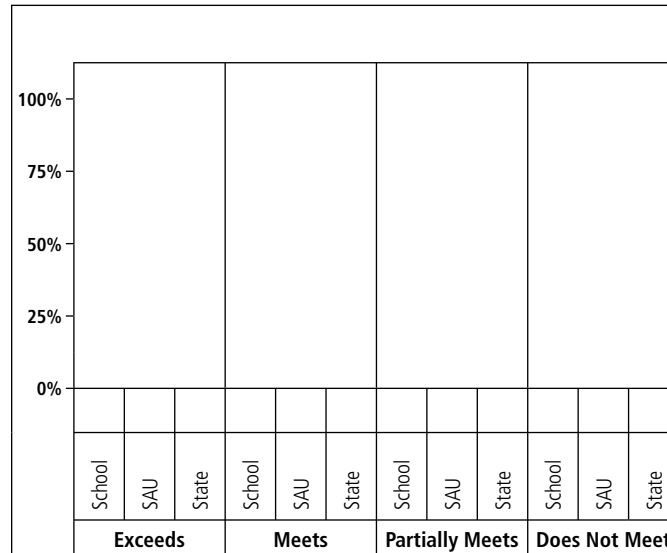
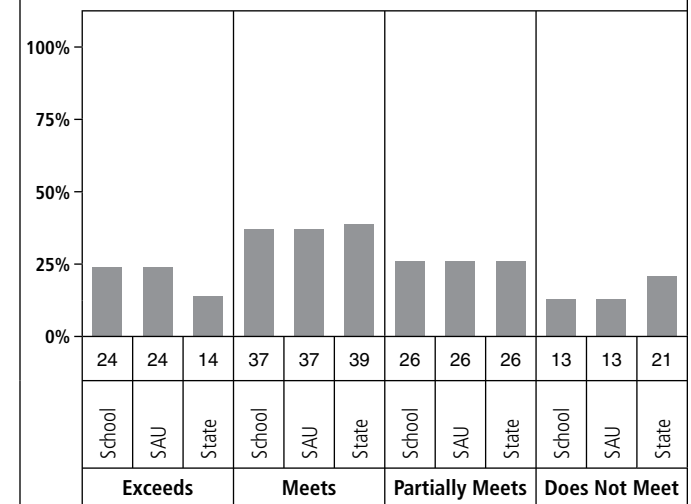
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	738	738	745
2006–2007	744	744	748
2007–2008	750	750	750
Cum. Avg. *	744	744	748
Mathematics			
2005–2006	737	737	740
2006–2007	739	739	742
2007–2008	747	747	743
Cum. Avg. *	741	741	742

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 7
 SAU: Hermon School Department
 School: Hermon Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	68	100	68	100	14818	100	68	100	68	100	14698	99	68	100	68	100	14694	99						
Ethnicity African American/Black	3	4	3	4	381	3	3	100	3	100	372	98	3	100	3	100	375	99						
American Indian or Native Alaskan	0	0	0	0	113	1	0	0	0	0	112	99	0	0	0	0	112	99						
Asian or Pacific Islander	0	0	0	0	219	1	0	0	0	0	213	97	0	0	0	0	217	99						
Hispanic	1	1	1	1	178	1	1	100	1	100	176	99	1	100	1	100	177	100						
Caucasian/White	64	94	64	94	13927	94	64	100	64	100	13825	99	64	100	64	100	13813	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	10	15	10	15	2556	17	10	100	10	100	2508	99	10	100	10	100	2497	98						
Current LEP	0	0	0	0	363	2	0	0	0	0	352	97	0	0	0	0	360	99						
Economically disadvantaged	10	15	10	15	5461	37	10	100	10	100	5408	99	10	100	10	100	5406	99						
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	58	85	58	85	12195	82	58	85	58	85	12215	82						
Identified disability (PET/IEP)	0	0	0	0	418	3	0	0	0	0	421	3						
LEP	0	0	0	0	183	2	0	0	0	0	183	1						
504 plan	0	0	0	0	181	1	0	0	0	0	182	1						
Participation with accommodations	10	15	10	15	2320	16	10	15	10	15	2303	16						
Identified disability (PET/IEP)	10	100	10	100	1912	82	10	100	10	100	1900	83						
LEP	0	0	0	0	159	7	0	0	0	0	173	8						
504 plan	0	0	0	0	56	2	0	0	0	0	55	2						
Other	0	0	0	0	244	11	0	0	0	0	226	10						
Participation through alternate assessment (PAAP)	0	0	0	0	178	1	0	0	0	0	176	1						
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	176	100						
LEP	0	0	0	0	5	3	0	0	0	0	4	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	27	0	0	0	0	0	28	0						
Non-participation – other	0	0	0	0	93	1	0	0	0	0	96	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	7
SAU:	Hermon School Department
School:	Hermon Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	1	1	1	1	1769	11
	2006-2007	9	11	9	11	2630	18
	2007-2008	12	18	12	18	2604	18
	Cum. Total*	22	10	22	10	7003	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	26	39	26	39	7521	49
	2006-2007	38	48	38	48	7605	51
	2007-2008	43	63	43	63	8049	55
	Cum. Total*	107	50	107	50	23175	52
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	18	27	18	27	3773	24
	2006-2007	20	25	20	25	3000	20
	2007-2008	8	12	8	12	2672	18
	Cum. Total*	46	21	46	21	9445	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	22	33	22	33	2399	16
	2006-2007	12	15	12	15	1620	11
	2007-2008	5	7	5	7	1190	8
	Cum. Total*	39	18	39	18	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	35.6	63.6	35.6	63.6	35.3	63.0
Literary Text	28	50	17.4	62.1	17.4	62.1	17.3	61.8
Informational Text	28	50	18.2	65.0	18.2	65.0	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: Hermon School Department
 School: Hermon Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	68	12	18	43	63	8	12	5	7	750	68	18	63	12	7	750	14515	18	55	18	8	750
Ethnicity																						
African American/Black	3										3						365	10	49	19	22	742
American Indian or Native Alaskan	0										0						110	6	52	24	18	744
Asian or Pacific Islander	0										0						211	26	47	20	6	752
Hispanic	1										1						173	12	54	18	15	746
Caucasian/White	64	10	16	42	66	8	13	4	6	750	64	16	66	13	6	750	13656	18	56	18	8	750
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	3	30	2	20	5	50	730	10	0	30	20	50	730	2330	2	30	36	32	735
No	58	12	21	40	69	6	10	0	0	753	58	21	69	10	0	753	12185	21	60	15	4	753
Current LEP																						
Yes	0										0						342	8	46	22	24	741
No	68	12	18	43	63	8	12	5	7	750	68	18	63	12	7	750	14173	18	56	18	8	750
Economically disadvantaged																						
Yes	10	1	10	6	60	2	20	1	10	744	10	10	60	20	10	744	5299	9	51	26	14	745
No	58	11	19	37	64	6	10	4	7	751	58	19	64	10	7	751	9216	23	58	14	5	753
Migrant																						
Yes	0										0						1					
No	68	12	18	43	63	8	12	5	7	750	68	18	63	12	7	750	14514	18	55	18	8	750
Gender																						
Female	30	6	20	18	60	4	13	2	7	751	30	20	60	13	7	751	7084	24	55	15	6	752
Male	38	6	16	25	66	4	11	3	8	749	38	16	66	11	8	749	7431	12	56	21	11	747
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						946	6	47	34	12	743
No	68	12	18	43	63	8	12	5	7	750	68	18	63	12	7	750	13569	19	56	17	8	750
Gifted/talented program																						
Yes	0										0						574	61	38	1	0	765
No	68	12	18	43	63	8	12	5	7	750	68	18	63	12	7	750	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 7
 SAU: Hermon School Department
 School: Hermon Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						6	9	42	24	25	741
B. less than one hour	35	4	17	15	63	2	8	3	13	747	35	17	63	8	13	747	50	17	56	19	8	750
C. one to two hours	50	5	15	24	71	4	12	1	3	752	50	15	71	12	3	752	40	20	58	16	6	752
D. more than two hours	15	3	30	4	40	2	20	1	10	751	15	30	40	20	10	751	4	19	49	21	11	749
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	31	5	24	11	52	4	19	1	5	751	31	24	52	19	5	751	36	24	58	14	5	753
B. They match some of what I have learned.	53	6	17	28	78	1	3	1	3	753	53	17	78	3	3	753	50	16	58	19	8	749
C. They match just a little of what I have learned.	15	1	10	4	40	3	30	2	20	740	15	10	40	30	20	740	11	13	45	26	16	745
D. There is no match.	1	0	0	0	0	0	0	1	100	728	1	0	0	0	100	728	3	4	35	29	31	737
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	28	5	26	9	47	2	11	3	16	749	28	26	47	11	16	749	28	35	52	9	5	756
B. good	51	7	20	26	74	1	3	1	3	754	51	20	74	3	3	754	52	15	60	18	7	750
C. fair	19	0	0	7	54	5	38	1	8	742	19	0	54	38	8	742	18	3	49	33	15	742
D. poor	1	0	0	1	100	0	0	0	0	742	1	0	100	0	0	742	2	2	41	28	29	738
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	21	2	14	8	57	2	14	2	14	745	21	14	57	14	14	745	16	13	48	23	16	745
B. about the same as my regular schoolwork	60	5	12	29	71	5	12	2	5	750	60	12	71	12	5	750	65	18	57	18	7	750
C. easier than my regular schoolwork	19	5	38	6	46	1	8	1	8	755	19	38	46	8	8	755	19	21	57	16	6	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	6	0	0	1	25	0	0	3	75	724	6	0	25	0	75	724	9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	51	3	9	27	77	5	14	0	0	751	51	9	77	14	0	751	55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	43	9	31	15	52	3	10	2	7	753	43	31	52	10	7	753	36	28	58	10	4	755
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	56	7	18	23	61	6	16	2	5	749	56	18	61	16	5	749	44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	43	5	17	20	69	2	7	2	7	752	43	17	69	7	7	752	51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	1	0	0	0	0	0	0	1	100	700	1	0	0	0	100	700	5	9	46	26	19	743
How much time do you spend reading at home each day?																						
A. more than one hour	19	3	23	8	62	1	8	1	8	754	19	23	62	8	8	754	17	25	57	13	6	753
B. 20 minutes to an hour	35	6	25	16	67	2	8	0	0	755	35	25	67	8	0	755	45	22	56	16	6	752
C. less than 20 minutes	19	3	23	7	54	1	8	2	15	747	19	23	54	8	15	747	13	14	56	21	9	748
D. I rarely read at home.	26	0	0	12	67	4	22	2	11	743	26	0	67	22	11	743	24	8	53	26	13	745
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	1	50	0	0	1	50	733	100	0	50	0	50	733						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 7
SAU: Hermon School Department
School: Hermon Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	5	7	5	7	1646	11
	2006-2007	5	6	5	6	2142	14
	2007-2008	16	24	16	24	2028	14
	Cum. Total*	26	12	26	12	5816	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	24	36	24	36	5497	36
	2006-2007	30	38	30	38	5642	38
	2007-2008	25	37	25	37	5703	39
	Cum. Total*	79	37	79	37	16842	38
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	15	22	15	22	4514	29
	2006-2007	22	28	22	28	4077	27
	2007-2008	18	26	18	26	3733	26
	Cum. Total*	55	26	55	26	12324	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	23	34	23	34	3797	25
	2006-2007	22	28	22	28	3001	20
	2007-2008	9	13	9	13	3054	21
	Cum. Total*	54	25	54	25	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	9.5	59.4	9.5	59.4	8.8	55.0
Cluster 2: Shape and Size	14	25	6.2	44.3	6.2	44.3	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	4.1	51.3	4.1	51.3	3.5	43.8
Cluster 4: Patterns	18	32	8.9	49.4	8.9	49.4	7.9	43.9

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: Hermon School Department
 School: Hermon Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	68	16	24	25	37	18	26	9	13	747	68	24	37	26	13	747	14518	14	39	26	21	743
Ethnicity																						
African American/Black	3										3						372	5	24	25	45	731
American Indian or Native Alaskan	0										0						110	5	30	36	29	736
Asian or Pacific Islander	0										0						216	25	34	23	18	748
Hispanic	1										1						175	9	32	30	29	737
Caucasian/White	64	14	22	24	38	18	28	8	13	747	64	22	38	28	13	747	13645	14	40	26	20	743
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	1	10	3	30	6	60	724	10	0	10	30	60	724	2321	2	16	26	55	727
No	58	16	28	24	41	15	26	3	5	751	58	28	41	26	5	751	12197	16	44	26	15	746
Current LEP																						
Yes	0										0						356	7	23	24	45	731
No	68	16	24	25	37	18	26	9	13	747	68	24	37	26	13	747	14162	14	40	26	20	743
Economically disadvantaged																						
Yes	10	0	0	4	40	3	30	3	30	733	10	0	40	30	30	733	5301	5	31	31	33	736
No	58	16	28	21	36	15	26	6	10	750	58	28	36	26	10	750	9217	19	44	23	14	747
Migrant																						
Yes	0										0						1					
No	68	16	24	25	37	18	26	9	13	747	68	24	37	26	13	747	14517	14	39	26	21	743
Gender																						
Female	30	7	23	9	30	11	37	3	10	746	30	23	30	37	10	746	7086	14	40	26	20	743
Male	38	9	24	16	42	7	18	6	16	748	38	24	42	18	16	748	7432	14	38	25	22	743
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						946	4	23	36	37	733
No	68	16	24	25	37	18	26	9	13	747	68	24	37	26	13	747	13572	15	40	25	20	743
Gifted/talented program																						
Yes	0										0						575	64	31	3	1	765
No	68	16	24	25	37	18	26	9	13	747	68	24	37	26	13	747	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 7
 SAU: Hermon School Department
 School: Hermon Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						6	7	29	26	37	734
B. less than one hour	35	5	21	8	33	7	29	4	17	744	35	21	33	29	17	744	50	13	39	26	22	742
C. one to two hours	50	8	24	14	41	9	26	3	9	750	50	24	41	26	9	750	40	15	42	26	17	744
D. more than two hours	15	3	30	3	30	2	20	2	20	747	15	30	30	20	20	747	4	16	37	23	24	742
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	40	5	19	12	44	8	30	2	7	748	40	19	44	30	7	748	32	21	40	23	16	747
B. They match some of what I have learned.	44	8	27	13	43	8	27	1	3	752	44	27	43	27	3	752	50	12	42	27	19	743
C. They match just a little of what I have learned.	12	3	38	0	0	2	25	3	38	736	12	38	0	25	38	736	15	7	32	31	30	737
D. There is no match.	4	0	0	0	0	0	0	3	100	722	4	0	0	0	100	722	3	4	17	21	58	726
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	26	11	61	4	22	1	6	2	11	758	26	61	22	6	11	758	25	34	42	13	11	753
B. good	54	5	14	19	51	8	22	5	14	746	54	14	51	22	14	746	47	10	45	27	18	743
C. fair	12	0	0	1	13	6	75	1	13	737	12	0	13	75	13	737	23	3	30	36	32	735
D. poor	7	0	0	1	20	3	60	1	20	735	7	0	20	60	20	735	5	1	17	32	49	729
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	37	2	8	8	32	9	36	6	24	740	37	8	32	36	24	740	36	6	38	29	27	738
B. about the same as my regular schoolwork	52	9	26	15	43	9	26	2	6	750	52	26	43	26	6	750	53	13	42	27	18	744
C. easier than my regular schoolwork	10	5	71	2	29	0	0	0	0	766	10	71	29	0	0	766	11	40	32	15	13	753
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	50	7	21	12	35	11	32	4	12	747	50	21	35	32	12	747	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	46	9	29	13	42	6	19	3	10	750	46	29	42	19	10	750	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	0	0	1	33	2	67	718	4	0	0	33	67	718	5	10	27	27	36	736
How often do you use laptops in mathematics class?																						
A. almost every day	3	0	0	0	0	0	0	2	100	713	3	0	0	0	100	713	9	15	37	25	23	742
B. two or three days a week	4	0	0	1	33	0	0	2	67	725	4	0	33	0	67	725	20	13	41	26	20	743
C. two or three times each month	9	3	50	2	33	1	17	0	0	760	9	50	33	17	0	760	30	15	40	27	18	744
D. never or almost never	84	13	23	22	39	16	29	5	9	749	84	23	39	29	9	749	41	13	39	26	23	742
How often do you use calculators in mathematics class?																						
A. almost every day	3	1	50	0	0	0	0	1	50	742	3	50	0	0	50	742	20	17	39	23	22	744
B. two or three days a week	4	2	67	0	0	0	0	1	33	750	4	67	0	0	33	750	29	16	40	25	19	744
C. two or three times a month	16	1	9	6	55	0	0	4	36	742	16	9	55	0	36	742	26	13	40	28	20	743
D. never or almost never	76	12	23	19	37	18	35	3	6	748	76	23	37	35	6	748	24	10	39	27	24	740
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	6	0	0	2	50	1	25	1	25	746	6	0	50	25	25	746	8	7	32	26	35	736
B. 30–45 minutes	22	3	20	8	53	2	13	2	13	748	22	20	53	13	13	748	41	12	38	27	23	741
C. 45–60 minutes	51	11	32	14	41	8	24	1	3	753	51	32	41	24	3	753	41	17	42	24	16	745
D. more than 60 minutes	21	2	14	1	7	6	43	5	36	733	21	14	7	43	36	733	10	15	38	25	22	743
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	1	50	1	50	728	100	0	0	50	50	728						
C.	0										0											
D.	0										0											